

The Institutional Learning Objectives (ILOs) and Undergraduate Assessment

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The ILOs and the Mānoa Experience

The Mānoa Institutional Learning Objectives encompass the UH Mānoa undergraduate experience as a whole – academic and co-curricular. It is through the combined efforts of faculty, students, staff and administrators that students achieve the ILOs. The ILOs help us explain who we are as an institution, what we value about the education we offer here, and how a Mānoa degree has meaning for today and tomorrow.

The Mānoa Experience

The University of Hawai'i at Mānoa offers a vast array of opportunities unique to our island location. Rooted in an academic tradition of excellence, the student experience here is like none found anywhere else in the world.

Diverse Educators, Perspectives & Experiences

The highly qualified educators at UH Mānoa bring a wealth of experience and perspectives to the classroom whether it's indoors or outdoors.

Diverse Classroom Experiences

Going to class may involve a lecture hall or hands-on field experience in the lo`i (taro patch) or an aquatic laboratory.

Diverse Student Educational Experiences

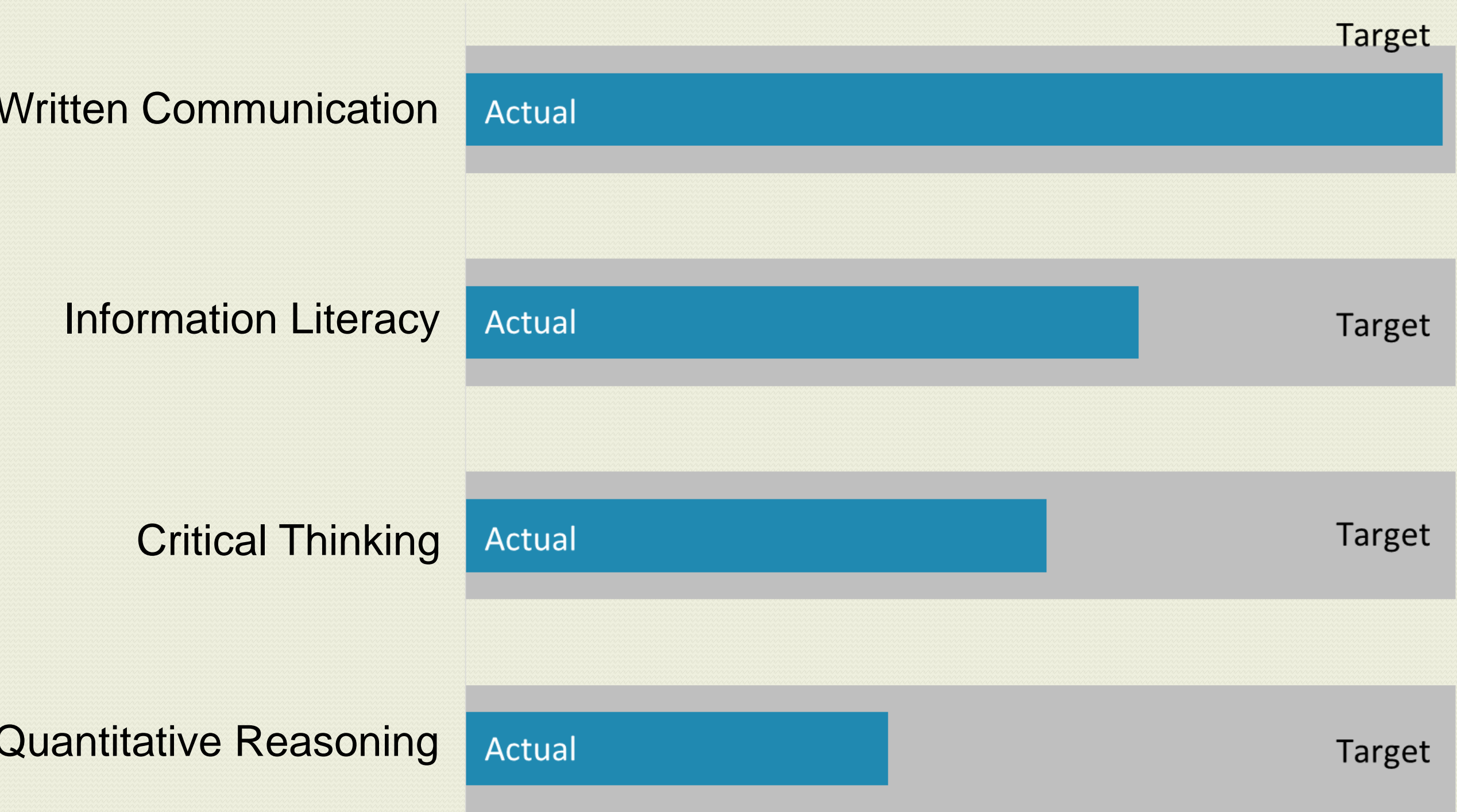
Students actively shape their own educational experiences.

Communicating the ILOs

- Center for Teaching Excellence Workshops: to support campus-wide engagement with the ILOs.
- Resource Development: The ILOIC continues to develop new resources to support faculty, staff and student engagement with ILOs.
- Focusing on Value: civic engagement to identify and communicate available student opportunities to meet the Value ILOs.
- Connecting ILOs to NSSE survey results: engaging with the Assessment Office to align NSSE survey results with ILOs and WASC Core Competencies.
- Office Hours: individual consultation on ILO inclusion and alignment in course syllabi.
- Publishing the ILOs: wider publication of the ILOs across campus (e.g., program websites, UHM Catalog).



Assessment Findings 2015-2016



Assessment Method

Mānoa uses *embedded assessment*: faculty submit completed assignments and exams that align with targeted learning objectives. These are from randomly-selected seniors. Faculty participate in an orientation training session and then evaluate the student work using one of the AAC&U VALUE rubrics (or a modified version).

Using Assessment Findings

Mānoa faculty engage in institutional learning assessment to identify strengths and weaknesses. They use the information to guide decisions related to student experiences in and out of the classroom. The Assessment Office and the General Education Office have presented the findings to general education committees, and they have begun discussions to address the findings.

In addition, the Assessment Office and the General Education Office have offered quantitative reasoning assignment design workshops on aligning assignments with the desired learning objectives.

In 2017-18, we will collect and evaluate assignments/exams that demonstrate students' **quantitative reasoning** and **oral communication** skills and knowledge. To prepare, we have conducted sessions on signature assignments for oral communication.

Next Steps

1. Assessing Oral Communication: UHM has been selected to participate in a WASC Community of practice to focus on developing an assessment process for oral communication, one of the five core WASC competencies.
2. Communicating the ILOs to our students: This year, students signing up for Spring graduation were asked if they had ever heard of the ILOs. We will use this as a starting point for communicating the ILOs to our students.
3. Developing a co-curricular assessment within the context of the public good: We would like to take up the "value" ILOs to begin to map the good done by our students within the community through civic engagement and their contributions to public life.

